



**English Language Arts
Grade 4
Scoring Guide for
Released Item #12
Peer Response to the
Student Writing Sample #2
Fall 2007**



DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample #2

Dear Suzy,

Fourth grade is fun. It is not as hard as you probably think, but it is harder than third grade.

One of my favorite things is foreign language. You can either take Spanish or French. Both teachers are nice. I take French.

For homework on Monday we have math handwriting and reading. On Tuesday, we have reading spelling and handwriting. On Wednesday, we have math and reading. On Thursday, we have the same homework as Tuesday. We dont have homework on Friday.

We have to do states tests. We learn abbreviations, capitals and nicknames. We also do state reports. You can chose your own state. I had to find information on the state of Texas.

We study inventors. You can also choose your partners and inventors. I was with Cathy and Mark we chose Thomas Edison and Alexander Bell.

We make our own inventions. They have special uses. I made a page holder. It makes it easy to hold pages.

We study Pioneer days.

Every afternoon you do you're journal.

Prompt

PEER RESPONSE TO STUDENT WRITING SAMPLE #2**DIRECTIONS:**

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

**12 Does the writer do a good job of describing fourth grade?
Why or why not?**

**Use examples and details from Student Writing Sample #2 on
page 12 to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 1B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B of your **Answer Document**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

NOTES/PLANNING

Michigan Educational Assessment Program
Rubric for Peer Response to the Student Writing Sample #2
Grades 3 – 8

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Summarized, revises, and/or copies the student sample, making no connection to the question asked

Anchor Paper 1 – Score Point 1

The writer Does a good Job
Beacuse he wrote about the 4th grade
in a good way and I like how he
Did it.

**Anchor Paper 1
Score Point 1**

This response demonstrates an attempt to address the task by giving a general observation about the writing sample (*The writer Does a good Job Because he wrote aBout the 4th grade in a gooD way...*). There are no examples or details from the writing sample.

Anchor Paper 2 – Score Point 1

I think the writer does a good job on writing the sample, It almost says every thing she does in class, but sometimes she gets of of topic. She has a very good beginning, but she didn't have an ending. There isn't much detail but it has more than two paragraphs. It sometimes didn't have right punctuation.

**Anchor Paper 2
Score Point 1**

This response demonstrates an attempt to address the task by presenting a very general summation of the writing sample (...*It almost says every thing she does in class*...). There are no examples or details from the writing sample. The critique of the writing sample is too general.

Anchor Paper 3 – Score Point 1

Yes and no in some parts it did not
show great detail either, it was spelled wrong
or it was in the wrong order or some times
but most rarely not the right pucuation. But
on yes she explained it good but not great
she told what was going on in school
and whats it like in her classes. •

Thats how my onpiyon gose.

**Anchor Paper 3
Score Point 1**

This response demonstrates a attempt to address the task by offering an idea (...yes she explained it good...) with an example (*She told what was going on in school and whats it like in her classes.*). The example is a generalization of the writing sample.

Anchor Paper 4 – Score Point 2

well no because you was not I
reelly talking about the classroom you
were talk what you do in the classroom
and leaning and pick people you want
telling us about what in the classroom
bye.

Anchor Paper 4 Score Point 2

This response demonstrates a limited ability to address the task by answering the prompt (...no, because you was not reelly talking about the classroom you were talk what you do in the classroom...) and supporting this answer with vague information from the writing sample (...leaning and pick people...) thereby showing a limited understanding of the effective elements of writing.

Anchor Paper 5 – Score Point 2

I think the author did a wonderful job. He did a wonderful job because he started off with Capitals, as we do in fourth grade. He indented on every paragraph, and every sentence. That is also another important thing in fourth grade. And put periods, punctuation, exclamation points. That is, fourth grade. The author talked about every subject including homework. My teacher gives me homework and when I get homework I do it straight away. Now you can see that is what fourth grade is all about.

**Anchor Paper 5
Score Point 2**

This response demonstrates a limited ability to address the task by giving an answer to the prompt (*He did a wonderful job...*), and supported the answer by citing vague information from the writing sample (*The author talked about every subject including homework*). The critique of the writing sample is too general.

Anchor Paper 6 – Score Point 2

The wrighter did a good job with
telling about the fourth grade.
He or she told about science and
the homework they have. The wrighter
also talked about Spanish and
French. The wrighter told us that
they have a project. And that
is why I think he or she did a
good job.

**Anchor Paper 6
Score Point 2**

This response demonstrates a limited ability to address the task by providing an answer to the prompt (*The wrighter did a good job...*) and presenting support with vague details from the writing sample (*...homework they have...about Spanish and French...they have a project.*) This response demonstrates a limited understanding of the effective elements of writing.

Anchor Paper 7 – Score Point 3

Yes, the writer did a good job describing the fourth grade. For example fourth grade is fun. And it is telling what he likes like one of his favorite is speaking French. And he tell what he do like on Monday for home work they have handwritting and math. And the make own enventors.

**Anchor Paper 7
Score Point 3**

This response addresses the task by answering the prompt (*Yes, the writer did a good job discibing the fourth grade.*) and supporting the answer with details from the writing sample. The supporting details are a mixture of general and specific (...fourth grade is fun...one of his favorite is speaking French...Monday for home work they have handwritting and math... they make own enventors.). This response demonstrates some understanding of the effective elements of writing.

Anchor Paper 8 – Score Point 3

I think the writer does a good job of describing the fourth grade. I think they did a good job because they wrote about how they have foreign language and you can take French or Spanish and how they learn about inventors. The writer also did a good job because they wrote about how they write in journals every afternoon and that they study pioneer days. The writer also said that they have homework every day of the week except Friday and the writer tells what homework they have on what day and how they do state reports.

**Anchor Paper 8
Score Point 3**

This student addresses the task by responding to the prompt (*I think the writer does a good job of describing the fourth grade.*) and providing details from the writing sample that are both general (*...they learn about inventors...they write in journals...they do state reports*) and specific (*...you can take French or Spanish...they have homework every day of the week except Friday...*).

Anchor Paper 9 – Score Point 3

The writer did do a good job describing fourth grade. She did a good job because most of the stuff that she said is true about fourth grade. I also think that she did a good job about her story because she put a lot of details about fourth grade and about her teacher her classis what she did in her classis how she had fun on the days of school and the work she did in school. One example from the story is about one of her favorit class, witch is foreign language, an you can cithet take Spanish or French, both of her teachers are nice, She take French. She loves all the days of school Monday, tuesday, th wednesday, and Thursday, but her rilly favorit day

of the week is Friday. She dont
have home work on Friday, but
all the rest of the days of the
week she do have homework. She
have to do State tests, She learn
abbreviations, capitals and nicknames
they also do State reports, you can
Chose your own state.

Anchor Paper 9
Score Point 3

This response addresses the task by answering the prompt (*The writer did do a good job describing fourth grade.*) and offering supporting details that are general (*She learn abbreviations, capitals and nicknames...*) and specific (*...you can either take Spanish or French, both of her teachers are nice...She don't have homework on Friday, but all the rest of the days of the week she do have homework.*) Surface feature errors do not interfere with meaning.

Anchor Paper 10 – Score Point 4

I think that the writer did a good job describing fourth grade. He described all of his homework on every day of the week. On Monday, Tuesday and Wednesday, he had three parts to his homework. On Thursday, he had two parts to his homework. On Friday, he had no homework. He did a good job describing options. He could either pick from Spanish or French, he chose French. He described how he had to do a report on inventors and chose Tomas Edison + Alexandra Bell. As partners, he chose Cathy and Mark. He also described how fourth grade was easier than third grade, but wasn't as hard as you think.

**Anchor Paper 10
Score Point 4**

This student clearly addresses the task by answering the prompt (...the writer did a good job describing fourth grade.) and providing supporting relevant details from the writing sample. The student was selective with the details of the sample and grouped them into "homework" (On Monday, Tuesday and Wednesday he had three parts to his homework...Friday he had no homework.) and "options" (...either pick from Spanish or French, he chose French...a report on inventors and chose Tomas Edison and Alexandra Bell...partners, he chose Cathy and Mark.). This response demonstrates an understanding of the effective elements of writing.